VISIT…

Test 2A: Responding to the pulse of the music **GRADE 2**

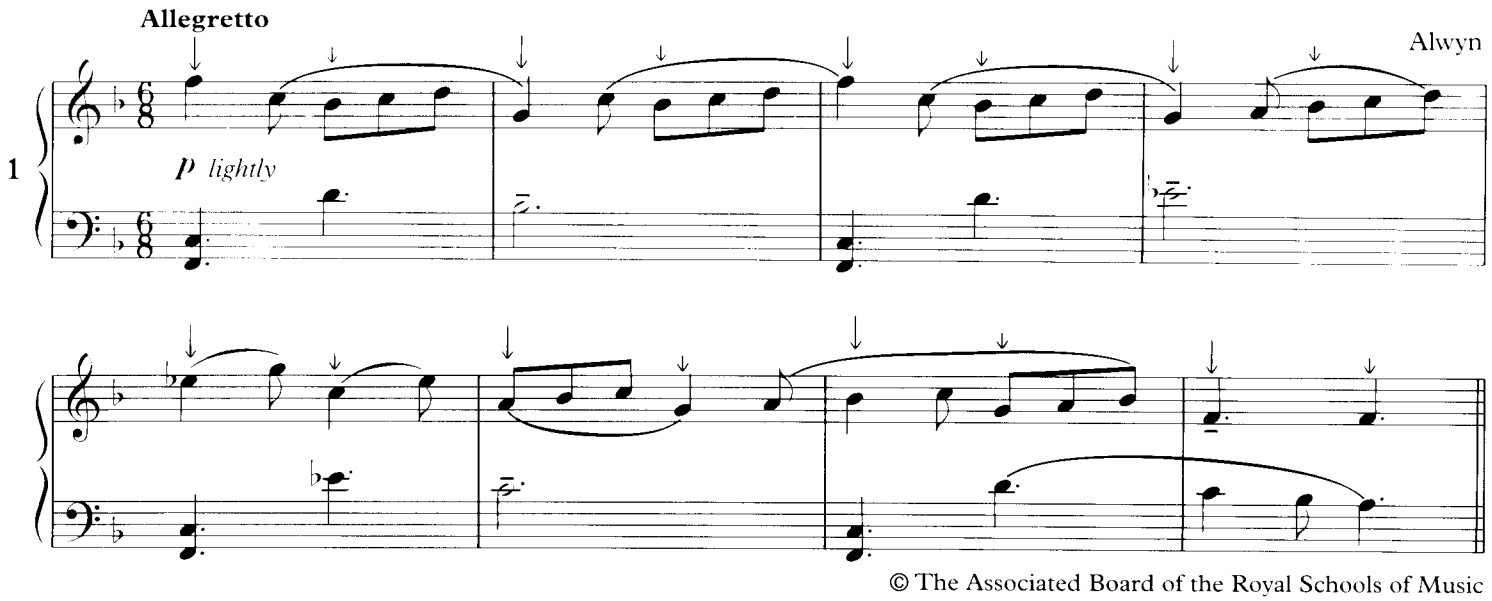
'To tap the pulse of a passage of music in 2 (including 𝄋) or 3 time played by the examiner. The examiner will commence playing the passage, and the candidate will be expected to join in as soon as possible by tapping the beat, stressing where the strong beat falls. The candidate will then be asked to state the time.'

Provided that pupils have had plenty of practice with examples similar to those given in Grade 1, they should have little difficulty in responding to the slightly more difficult tests at this grade.

The main difference is the introduction of compound duple time (𝄋); the following practice exercises will therefore concentrate on this. Pupils should notice that some examples start with an 'up-beat' or anacrusis; this is often a feature of compound time. However, it is the main beats only that the pupil should tap as shown by the arrows in these examples. These exercises should be played with well-marked, but not over-exaggerated, rhythmic accentuation of the first and fourth quavers (eighth notes), so that the underlying rhythm is two dotted crotchet (quarter note) beats to the bar.

It is important to use a tempo at which the quavers flow, otherwise pupils may mistake the three quavers as triple time. Similarly, the first beat of the bar should receive more emphasis than the second, so that the two-beats-in-a-bar rhythm is clear.

PRACTICE EXERCISES



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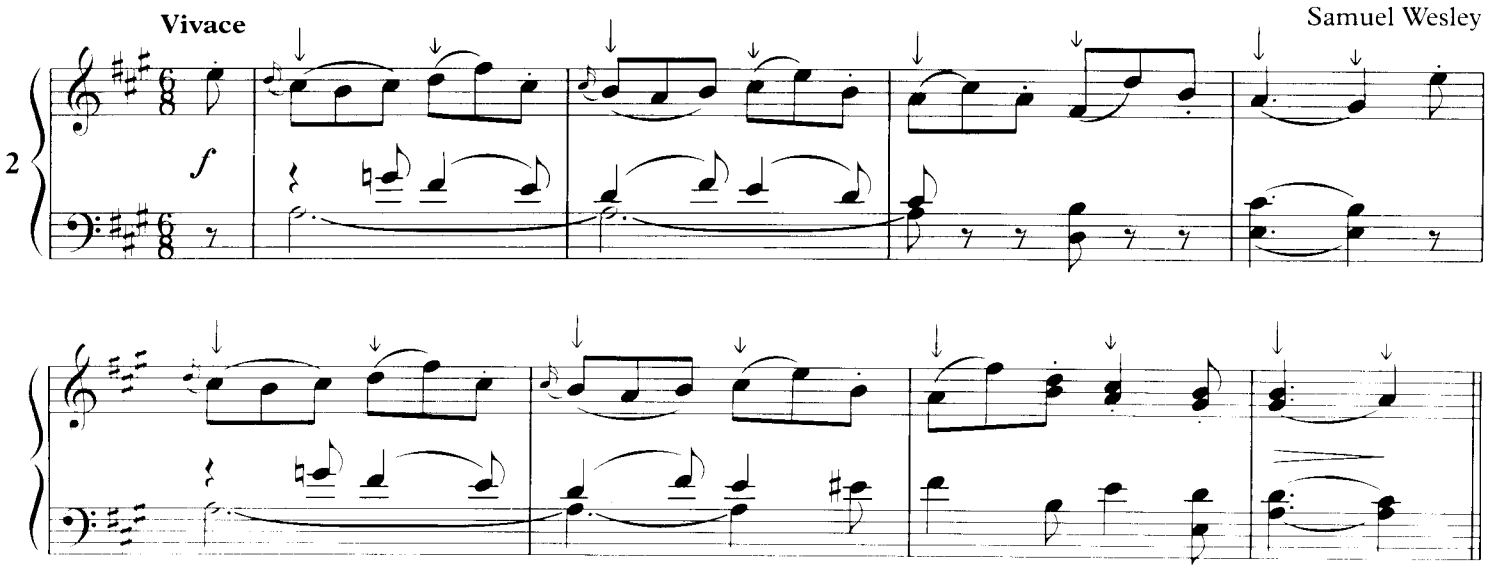

Repeat ***p*** *if further practice is required.*